DOCUMENT RESUME

ED 337 869 EA 023 394

AUTHOR Prior, Barbara L. M.; Tuller, Richard
TITLE In-School Suspension: Des Moines Middle and High Schools. Program Evaluation.
INSTITUTION Des Moines Public Schools, Iowa.
PUB DATE 20 Aug 91
NOTE 62p.; Appendix E contains difficult-to-read computer type.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Probation; *Discipline; *Discipline Policy; Educational Objectives; *High Schools; *In School Suspension; Intermediate Grades; *Middle Schools; Program Evaluation; Secondary Education; Student Behavior
IDENTIFIERS *Des Moines Public Schools IA

ABSTRACT

Outcomes of inschool suspension programs that were initiated in the Des Moines public schools are described in this report. Programs were implemented in 10 middle and 5 high schools in 1988 to reduce the number of instructional days lost and to change student behavior. The programs are described in terms of revenues and expenditures, goals and objectives, characteristics, activities, outcomes, and future plans. Findings indicate that the district exceeded its 1990-91 objective: inschool suspensions would comprise 50 percent of all suspensions, which would enable students to continue their academic progress and receive social development support. However, a disproportionate number of suspensions of black students in three schools raises an equity concern that must be examined. Six tables are included. Appendices contain supporting positions, the planning committee's report, the program proposal, letters of support, a summary of onsite visits, and the evaluation report. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

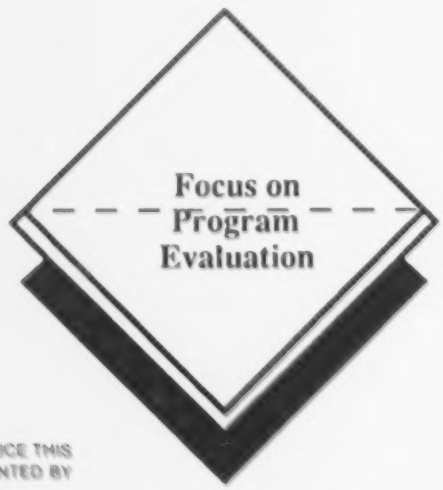
91-219

ED337869

IN-SCHOOL SUSPENSION
DES MOINES MIDDLE AND HIGH SCHOOLS
Program Evaluation

August 20, 1991

Barbara L. M. Prior
Richard Tuller
Executive and Assistant Directors
Middle and High School Programs



Des Moines Independent Community School District
Division of Teaching and Learning
Des Moines, Iowa 50309

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. L. M. Prior
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 023 394

2 BEST COPY AVAILABLE

IN-SCHOOL SUSPENSION EVALUATION REPORT
ABSTRACT
AUGUST 20, 1991

Context Evaluation

In-School Suspension Programs were initiated in the Des Moines Public Schools in the fall of 1988 in response to a need to change student behavior and to reduce the number of days lost to instruction when students were suspended out of school. Two pilot programs existed in 1987-88 and were used as models from which to develop guidelines for the ten middle school and five high school programs. Program objectives were written and desired support services identified. A preliminary evaluation was conducted after the first four months of the program implementation.

Input Evaluation

The first two years of In-School Suspension were funded after application to the State Budget Review Committee for permission to assess separately under increased allowable growth for dropout prevention. The third year's funding was a part of the district's total dropout prevention budget. The fourth and current year's funding was obtained from the Instructional Support Levy. The budget for the 1991-92 school year is $637,628.

Process Evaluation

In-School Suspension addresses both district goals and middle and high school departmental objectives. While the programs have developed uniquely to each building, they have a number of common characteristics. In-School Suspension teachers have received in-service and attend local, regional and national staff development classes, conferences and workshops. Data is collected by building and for the district.

Product Evaluation

Written testimony provides strong support for the In-School Suspension programs. The Department of Education and North Central evaluations commend the district's initiative in reducing out-of-school suspensions. The program objective for 1990-91 that fifty percent of all suspensions would be in-school, was exceeded. Students suspended in-school continue their academic progress and receive social development support. Three buildings show a disproportinate number of suspensions to Black students. Each of these buildings has objectives to address this equity concern and to reduce this disparity.

Future Planning

Future plans include an alternative structure as a demonstration project at two middle schools, equitable treatment of all students, development of additional intervention strategies, and reducing the recidivism rate.

TABLE OF CONTENTS

PAGE

I. Introduction

District Mission Statement ---------- 1
Philosophy ---------- 1

II. Context Evaluation

History ---------- 2-6
Objectives, Support Services ---------- 6-7

III. Input Evaluation ---------- 8-9

IV. Process Evaluation ---------- 10-14

V. Product Evaluations ---------- 15-24

VI. Future Planning ---------- 25

VII. Appendices

A. Supporting Positions (Harding, Roosevelt) ----------
B. Committee's Report ----------
C. Program Proposal ----------
D. Letters of Support (DMEA, PTA Council) ----------
E. Summary of On-Site Visits ----------
F. Evaluation Report ----------

DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

PHILOSOPHY
In-School Suspension

PUPIL ABSENCES FROM SCHOOL, AS A RESULT OF SUSPENSIONS FOR MINOR DISCIPLINARY INFRACTIONS, ARE COUNTER - PRODUCTIVE TO STUDENT ACADEMIC ACHIEVEMENT AND SUCCESS. RATHER, A SUITABLE, SUPERVISED SETTING WITHIN THE SCHOOL, WHERE A PUPIL CAN MAINTAIN ACADEMIC PROGRESS AND GAIN AN UNDERSTANDING OF SOCIALLY RESPONSIBLE BEHAVIOR, CAN EFFECTIVELY PRODUCE POSITIVE RESULTS.

CONTEXT EVALUATION

History

In January, 1988, a position taken by the Department of Secondary Education referred to the district's dropout rate, minority suspension report, and high school and middle school building administrators' belief that suspension to the home was not producing a significant change in student behavior and thus prompted the exploration of alternatives to out-of-school suspensions.

Several initiatives in the district had resulted in projects that could provide models for a district wide In-School Suspension Program in middle and high schools. Merrill Middle School had established a Saturday School, and Roosevelt High School and Harding Middle School had begun in-school suspension programs by reassigning allocated teaching staff. These programs had no additional funding support, and the reallocation of staff resulted in increasing class size in the regular education area since in-school suspension staff were drawn from the regular teaching staff. It had been the experience of these local demonstrations and programs in other districts that the in-school suspension program enabled students to have as little interruption to their educational progress as possible and to provide an opportunity for specialized assistance directed toward behavior modification as they returned to regular classes.

The goal was to provide students with behavior strategies that would prevent reassignment to in-school suspension or to out-of-school suspension. The guidance and counseling component became important to the program design. The stated goal was "To provide an additional alternative in working with students to help them change behavior patterns presently preventing them from achieving acceptable levels of success in academic and/or personal interaction areas. By remaining in the school setting, their academic achievement will not be interrupted, as it would be during an out-of-school suspension."

The Roosevelt principal and the Harding principal were appointed at this time to co-chair a committee that was charged with examining the various concepts that were addressed by the programs in their buildings and to examine external programs in the national trend away from suspension-to-the-home as a disciplinary measure at the secondary school level.

In the charge to the committee and its co-chairs, the Executive Director of Secondary Education wrote that:

> The District will be applying to the Budget Review Committee for funds to initiate some type of intervention program for those students in our secondary schools that may be identified as "at risk" students if the Board votes to do so.

As you form your committee, I would like to have you address the following:

Goals and objectives of the program

Staffing

Referral process--
Specific infractions that disqualify students for in-school suspension

Procedures for assigning students to the in-school suspension program

Description name or title for the program--
i.e. Intervention Center
Resource Center
In-school Suspension Room, etc.

Parent responsibilities

Minimum/maximum days students may be assigned to the in-school suspension program

Involvement of school staff in the program

Administrative responsibility for the program

There are a multitude of other aspects of the proposed program you may wish to deal with. I would encourage you to be creative, but also realistic as we will be working with limited resources to initiate this program.

I would like to have a report from your committee sometime in March of 1988 if possible.

In preparation to meet the March, 1988, target date for developing an In-School Suspension Program for Des Moines' middle and high schools, a background and need statement was written:

Background and Need

The Des Moines Discipline Policy indicates that suspension from class or from school is a disciplinary measure to be taken under a variety of circumstances. Sending the student home has not in the past been viewed as changing significantly the student's behavior and also results in the student missing instructional time. The in-school suspension program will enable students to have as little interruption to their regular school program as possible and provide an opportunity for specialized assistance to enable the student to modify behavior.

Missing days or hours of instruction can result in putting a student at risk of academic failure which highly correlates to dropping out of school. The increasing number of students at risk suggests that the in-school suspension option is a viable strategy for intervening before students reach this stage.

Supporting positions were provided by administrators from Roosevelt High School and Harding Middle School where pilot programs existed. These are presented in full in **Appendix A**. These positions, gave as strengths of the programs:

- supervision during the school day
- continued, guided academic progress
- conflict management and effective communication techniques
- reinforcement by the school that misbehavior will not be tolerated and has consequences
- consistent expectations exist for all students
- parental support and increased willingness to work with the school staff as a team to help students

An unexpected outcome of these pilots, that has been true of the 15 in-school suspension programs in our middle and high schools now, has been an increase in the total number of suspensions. This is addressed in one administrative response.

> Another positive effect of the program has been the opportunity of vice-principals to effectively deal with a number of students and situations with an immediate punitive and corrective procedure. In past years many students were either not suspended or were kept in the office because of the unavailability of the parents. This often meant punishment of severe and chronic behavioral problems was less than satisfactory. This year immediate attention can be given to misbehavior. Parents are notified by phone or in writing and the student is assigned time in AEC. This component of the in-school suspension program has delivered a quick and effective message to the students. (See memo–**Appendix A**)
>
> Other Comments:
>
> 1. One of the reasons for our large numbers is that we have used the AEC to assist with problem areas that received only superficial attention in the past. Students exhibiting chronic behavioral problems are now assigned to periods of time in the AEC at the discretion of the vice-principals. This is also true of students who owe detention time or students who in the judgment of the vice-principals could benefit from an isolated, structured setting for academic reasons. (See memo–**Appendix A**)

The Committee's report (**Appendix B**) was submitted to the Assistant Superintendent for Instruction and the Executive Director of Secondary Education on March 17, 1988. The report contained basic guidelines for the implementation and operation of in-school suspension programs in Des Moines' middle and high schools. Its authors, recognizing the individual differences and needs of each building, avoided writing specific program details, but established broad guidelines which were ". . . applicable to each building and that will provide a base of consistency district-wide." The guidelines contain:

- Program goals
- Staffing recommendations
- Suggested referral process
- Procedures for assigning students

- Involvement of school staff
  - counselors
  - classroom teachers
  - department chairs
  - social workers and psychologists
  - building administrators
- Counseling and academic components
- Parent responsibilities

Unanimous acceptance and approval of this March 17, 1988, report by building administrators solidified their desire to adopt such a program in all of our middle and high schools. On April 13, 1988 an In-School Suspension Program Proposal was submitted to the State Budget Review Committee (SBRC) for modified allowable growth under Section 442.13.5 of the Iowa Code, (**Appendix C**). At this time funding for the proposal was denied. On June 13, 1988, the SBRC again received the petition for funding which was presented by the Superintendent, Assistant Superintendent for Instruction, Executive Director of Secondary Education, and board members Jonathan Wilson and Sue Luthens. The request was for a one-year trial implementation, district wide, modeled on the pilot programs at Roosevelt and Harding. Mr. Wilson's remarks emphasized the two successful pilot programs; Senate File 2295, which supports local district's initiatives for "at-risk" student populations; state standards requiring plans and strategies for "at-risk" students; and the district's commitment to evaluate this program and its relationship to other district programs for "at-risk" students.

Mrs. Luthens' comments addressed the changing family structure in our community which has resulted in parents being unable to supervise suspended students, mapping suspended students' time, the provision of a safe, productive environment in which academic instruction will continue and counseling is available, and promotion of better communication between parents and schools, thus building cooperative efforts to help solve problems.

Letters of support were also submitted by the Des Moines Education Association and by the Des Moines PTA Council, (**Appendix D**).

On June 13, 1988, the Department of Education's School Budget Review Committee approved the request of the Des Moines School District to levy $560,750.00 to initiate an In-School Suspension Program in fifteen secondary schools for the 1988-89 school year. Principals were directed to:

- review carefully all prepared documents
- designate space and request minor modifications
- interview and assign staff with the assistance of the Personnel Department
- plan in-service and orientation of staff, students, and parents
- submit, by August, 1988, detailed descriptions, rules and regulations of each building's In-School Suspension Program.

Staff was identified by mid-August 1988, and individual building program plans submitted.

In preparation for the end-of-year evaluation, a staff member from the Department of Evaluation conducted on-site visits in four schools during the month of October, 1988. This narrative report (**Appendix E**) contains observations based primarily on implementation of the guidelines proposed to the building planners. The observer found both variations and commonalities in these first few weeks of the in-school suspension implementation. A preliminary evaluation of the program(s) was made in January, 1989. An abstract of that evaluation is included in this document as **Appendix F**.

Recommendations accompanying this evaluation report which covered four month's of program implementation were that:

- the ISS counseling component should be reviewed
- information of the programs should be made available to the school community
- staff advice on the nature of in-service and staff development should be sought
- ISS staff from all buildings should meet on a regular basis
- alternative staffing designs should be studied
- pupil accounting data should be clarified and standardized

The first year of the program was judged a success, particularly by parents and by building teaching and administrative staffs. The number of out-of-school suspensions was significantly reduced, students in in-school suspension were receiving support academically and in social adjustment, and returned to their classes having maintained their class work and, therefore, at a current status. The district began preparations in February, 1989, to request second year funding for ISS from the State Budget Review Committee. This application was approved for the 1989-90 school year for the amount of $558,048.00 The applicants were advised, however, that in the future the district should seek to fund this program from identified allowable growth funds. Since that time ISS has been funded as part of the district's Dropout Prevention Programs.

<u>Program Objectives, 1990-91</u>

1. In an effort to reduce out of school suspensions, a minimum of fifty percent of all suspensions will result in an in-school placement for the youth involved.

2. In-service training will be provided once a semester for teachers in the In-School Suspension Program to develop strategies and skills for successful interventions with youth suspended for violating school rules.

3. Seventy-five percent of all ISS referrals will result in an academic intervention consisting of instruction and monitored student practice on classroom work or homework assigned by the student's regular teachers.

4. Seventy-five percent of all ISS referrals will result in an intervention designed to focus on the student's behavior which resulted in the suspension. Review of the offending situation, conflict management, personal responsibilities, decision making skills, and goal setting are appropriate intervention strategies in the social development area.

<u>Support Services, 1990-91</u>

1. Orientation

   Each youth suspended to ISS will receive a conference from an administrator regarding the offense. That student will be apprised of the procedures for the suspension by the administrator.

2. Assessment

   All students suspended to ISS will have their records of attendance and behavior reviewed by the administrator who makes the ISS referral. Assignment to ISS will depend upon the immediate circumstances and the students' past records.

3. Counseling

   Counseling strategies will be employed by the ISS teacher. Additional support via the counseling program within the building will be sought where appropriate. Referrals to local agencies are easily made through the district provided services of the Student Assistance Program.

4. Placement in other educational institutions

   When a full day schedule seems to no longer meet the needs of the student, the administrator involved may refer the student to other programs where additional support, monitoring, or schedule accommodations may be made. Such programs as School-Within-A-School, A.L.P.S., or the Alternative High School might serve in this vein.

5. Follow-up

   A file will be maintained on every youth referred to ISS. Additional records are kept by the administrator involved. Repeat offenders will receive additional attention including training in new strategies to avoid the situation which resulted in the suspension.

INPUT EVALUATION

In-School Suspension has been funded for four years in the Des Moines district, 1988-1992, in a variety of ways. The first two years application was made to and approved by the Department of Education's State Budget Review Committee. This committee, under Section 442.13.5 of the Iowa Code, has the authority to grant school districts permission to assess increased allowable growth for dropout prevention, at-risk, and other programs in order to meet unique and individual needs of their students.

In 1990-91, ISS was folded into the total request for dropout prevention programs made by the district. Of the total $2,558,298 in dropout prevention funds received by the district, ISS received $609,687, or 23 percent.

In the fall of 1990 when the voters of the Des Moines Independent School District approved the ten year, ten percent Instructional Support Levy, a commitment was made that two programs, Gifted and Talented and Dropout Prevention, which had previously been funded by the additional tax assessment permitted under allowable growth, would be included in the Instructional Support Levy. From this levy, funds have been designated for the 1991-92 school year.

The following chart shows revenue and expenditures for 1988-89, 1989-90, and budget allocations for the 1990-91 and 1991-92 school years.

Revenue and Expenditures, ISS
Years Ending June 30

	1989	1990	1991	1992
Salaries	$433,100	$388,184	$479,513*	$499,706*
Employee Benefits	113,425	102,162	124,673*	132,422*
Purchased Services	371	38	1,000*	1,000*
Supplies & Materials	396	7,339	4,500*	4,500*
Capital Outlay	14,688	-----	------	-------
Total				
Actual	$561,980	$497,723		
Budgeted	$563,816	$534,406	$609,687*	$637,628*

*Budgeted, not actual

Note: The last year for which actual expenditures are available, 1990, show program expenditure of 93% of budget.

Salaries and Benefits

Middle School	10 FTE Teachers
High School	5 FTE Teachers

Purchased Services

Economies have been realized by combining in-service and staff development with School-Within-A-School and New Horizons programs.

Supplies and Materials

Used at the fifteen sites for supplementary classroom materials, study skills packets, and miscellaneous materials.

Capital Outlay

Included the first year only for room modification and furniture.

Administrative Costs

There are no administrative costs associated with ISS. Each program is under the supervision of the building administrator.

PROCESS EVALUATION

1990-91 Goals and Objectives

District goals which indirectly addressed In-School Suspension:

Goal 2. Improve student attitudes and behavior.

Goal 6. Improve and coordinate services to "At-Risk" students.

These two goals served to underline the need for a program which assisted students take responsibility for their behavior and improve productive participation in school.

A Department of Middle and High Schools objective for principals that alluded to students at risk of dropping out of high school:

Objective 2. (1990-91) Middle school principals will study alternative in-school programs for students at risk of dropping out of school.

While this objective should be interpreted to encompass much more than in-school suspension, the ISS Program must arguably be considered as a viable option to keep students in school.

Middle and High School Building Objectives (1990-91):

Student suspensions were addressed specifically in the building objectives of four middle schools (Goodrell, Harding, McCombs, Merrill). Each of the middle schools and high schools had objectives that related to reducing office referrals, improving attendance, reducing conflict, or improving interpersonal behavior.

Program Objectives

1. In an effort to reduce out-of-school suspensions, a minimum of fifty percent of all suspensions will result in an in-school placement for the youth involved.

2. In-service training will be provided once a semester for teachers in the In-School Suspension Program to develop strategies and skills for successful interventions with youth suspended for violating school rules.

3. Seventy-five percent of all ISS referrals will result in an academic intervention consisting of instruction and monitored student practice on classroom work or homework assigned by the student's regular teachers.

4. Seventy-five percent of all ISS referrals will result in an intervention designed to focus on the student's behavior which resulted in the suspension. Review of the offending situation conflict management, personal responsibilities, decision making skills, and goal setting are appropriate intervention strategies in the social development area.

Support Services

1. Orientation

   Each youth suspended to ISS will receive a conference from an administrator regarding the offense. The student will be apprised of the procedures for the suspension by the administrator.

2. Assessment

   Each youth suspended to ISS will have his/her record of attendance and behavior reviewed by the administrator who makes the ISS referral. Assignment to ISS will depend upon the immediate circumstances and the student's past record.

3. Counseling

   Counseling strategies will be employed by the ISS teacher. Additional support, via the counseling program within the building, will be sought when appropriate. Referrals to local agencies are easily made through the district provided services of the Student Assistance Program.

4. Placement in other educational institutions

   When a full day schedule seems to no longer meet the needs of the student, the administrator involved may refer the student to other programs where additional support, monitoring, or schedule accommodations may be made. Such programs as School-Within-A-School, A.L.P.S. or the Alternative High School might serve in the manner.

Responsibility Statement--ISS Teacher

The ISS teacher is to maintain a structured, orderly, learning environment in which pupils can stay current with their educational program of study. The ISS teacher must communicate closely and frequently with classroom teachers, collaborating on pupil assignments and monitoring pupil progress. Moreover, appropriate record keeping and completion of reports will be the responsibility of the ISS teacher.

Characteristics Common to all In-SchoolSuspension Programs

Printed statements of philosophy and/or statements of purpose

Governing by goals and objectives

Established procedures and guidelines

Written organization and structure

Printed rules for students to follow

Intervention/counseling component

System to obtain assignments from and provide feedback to classroom teachers

Information provided to students and parents about ISS program

Job description for the ISS teacher position

Established working relationships between the ISS teacher, classroom teachers, administrators, counselors, and parents

Space designated specifically for the ISS program which is equipped to support the program

Suspension data compiled individually and collectively on each ISS program

In-Service/Staff Development

By design, the fifteen ISS programs are site-based in nature, resulting in the teachers recognizing the need to communicate with one another freely and frequently. Moreover, each teacher must be receptive to the notion of searching out innovations to be shared with ISS program colleagues.

Site Based In-Service:

All ISS teachers participated in site-based in-service and staff development.

District Based In-Service:

All ISS teachers participated in the ISS In-Service which was conducted by the Assistant Director of Middle and High School Programs on August 23, 1990, at Hoover High School.

The agenda included:

1. Introductions/Getting Acquainted
2. Evaluation Report (1990-91 Goals)
3. Update on current program characteristics
4. In-service and other perceived needs

ISS teachers participated in the District In-Service Day on March 4, 1991, at the Convention Center. The theme for this In-Service was Students At-Risk.

ISS teachers frequently communicated and exchanged ideas, systems, and materials, informally throughout the 1990-91 school year. (Networking)

ISS teachers have participated in District Phase III staff development classes during 1990-91.

"Creating a Responsive Environment" (CARE)
"Youth-at-Risk"
"Classroom Organization for a Positive Environment" (COPE).

Conference/Workshops

Information, ideas, and materials were exchanged among the ISS teachers resulting from attendance by an ISS teacher representative at conflict management workshops.

"Winners Circle" (workshop dealing with building self-esteem)
National "Youth At-Risk Conference."

Staff Interviews

The Assistant Director of Middle and High School Programs conducted interviews with the staff, classroom teachers, and building administrators relating to the effectiveness of the programs.

Associated In-Service

The Assistant Director conducted a workshop for vice principals to increase district-wide consistency relating to student discipline and suspensions. (November, 1990).

The Supervisor for Behavioral Disabilities met with the vice principals and discussed special education pupils, intervention strategies, and student suspension options. (April, 1991).

Data Management

Data relating to In-School Suspension are included in the comprehensive collection of pupil suspension data. These data are collected quarterly but can be electronically compiled at any time. A copy of the data for 1990-91 is included in the Product Evaluation.

PRODUCT EVALUATION

The Product Evaluation section of this report is concerned with presentation and descriptions of the results, outcomes, and consequences of the In-School Suspension Program. Questions explored were these: Did the program achieve the stated objectives? Was the program successful or unsuccessful? Did the program results lead to judgments that called for program modifications? To answer these questions, interviews and surveys were conducted, reports were reviewed, and various conclusions were made.

- **Summaries of Observations by Principals, Vice Principals, and Staff**

  Classroom teachers and ISS Program staff continue to be strongly convinced of the effectiveness of the program. School building administrators are also solidly supportive of the program as evidenced by the following remarks:

  Obviously in-school suspension is a productive alternative to out-of-school suspension. It makes students think about consequences for their actions. It's a good middle ground. I know it has an impact on students. When I hear students talk about their ISS experiences, they often mention something about the counsel they received." (Lincoln High School Vice-Principal)

  I feel it is one of the most positive things the school district has done to keep students in school. Our ISS Program is a wonderful concept in that it is a mentoring situation rather than just punishment. The students learn there are consequences when they misbehave." (Meredith Middle School Principal)

  I'm one-hundred percent in support of the ISS Program. We've had great success. Our parents are solidly behind the ISS Program here because they would rather have their students in school where they can be supervised and working on their school work than at home sitting around watching television all day. Our teachers are very enthusiastic about the program." (Roosevelt High School Vice Principal)

  Teachers look at ISS as a positive alternative to out-of-school suspension when a student misbehaves. The teacher can help the student keep up with assignments rather than have a student fall way behind." (Harding Middle School Teacher)

  Keeping students in school is what the Student Attendance Policy Study/Revision Committee has been talking about. The ISS Program comes closer to addressing that problem than just about any other thing we do. It's a much more productive way of dealing with minor discipline situations than sending a student home, which defeats our purpose. (Member of Student Attendance Policy Study/Revision Committee)

- **School Visit Report--State of Iowa, Department of Education, 1990**

  The consultant, State of Iowa, Department of Education, noted in Item 19 **AT-RISK STUDENT** 12.5 (13) of his June 1990 report to the District, "The district may lead the state in efforts to meet this need for students at all grade levels. It appears to be a primary concern of administration and staff in each building and central office."

Conventional wisdom dictates that students who are "at risk," in terms of educational progress or the lack thereof, also usually experience above average absenteeism from school. Where is the logic in suspending "at-risk" students out of school for minor disciplinary infractions? This type suspension only exacerbates their circumstances.

- **North Central Association (NCA) Evaluations**

East High School's NCA evaluation specifically notes in the 1989 report under SCHOOL STAFF AND ADMINISTRATION, Page 14.

"The final ingredient for attaining efficiency, effectiveness, and equity can be linked to East's responsiveness to change for improvement purposes. The follow-up to the previous NCA evaluation in School Staff and Administration shows that many of the recommendations were taken seriously and acted upon. The significant changes: '. . . the implementation of an in-school suspension program. . .'. "

The same NCA evaluation report continues on to state in the Commendations section, Item number 1, page 14 that, "Practices such as . . . suspension in school rather than out of school, and varied opportunities for high risk students have all worked well to produce a school climate that is purposeful, orderly, and focuses on the success of students."

Hoover High School's NCA evaluation report of 1990 signals additional attention to the value of an in-school suspension program by devoting a section to the In-School Program at Hoover under Special Programs on pages 104-5 as follows:

II. Strengths

1. The in-school suspension program is consistent with the stated philosophy and goals of the school.
2. Students remain in school even though they may have come in conflict with school policies.
3. An aggressive behavior modification process is in place addressing the specific problem experienced by the student.
4. Students are expected to complete all required assignments and stay current in all classes.
5. The program is strongly supported by the teachers, administration and the parents.

III. Recommendations

1. The team recommends that the school district implement a standard procedure for the collection of data regarding the in-school suspension programs from all public senior high schools.

2. The team recommends that the in-school suspension instructors develop a procedure for the exchanging of data among the senior high schools.

Hoover's NCA evaluation report targets the design and intent of the Hoover ISS Program as well as the District's ISS Program. Three main concept themes, germane to in-school suspension, have been constant since the inception of the ISS Program. Those are an in building setting where academic progress continues while a student is under suspension, reduction of out-of-school suspensions, and opportunities for students to focus on correcting their discrepant behavior. Considering the several characteristics all district ISS programs have in common, this report validates district ISS Program efforts; however, the report made two recommendations which need to be addressed.

The first recommendation is that the school district implement a standard procedure for the collection of data regarding the in-school suspension programs from all public senior high schools.

Response: Systems are in place which facilitate the collection of data necessary to generate as much information as is useful and manageable by the human resources available. The task remains to continue to develop and use effective intervention strategies.

The second recommendation is that the in-school suspension instructors develop a procedure for the exchanging of data among the senior high schools.

Response: A valid question may be: For what purpose? Perhaps, a better purpose would be served to continue to strengthen the networking among all fifteen ISS instructors in the interchange of ideas, intervention strategies, and materials which was fostered during the 1990-91 school year.

- **Data related to Program Objective 1:** In an effort to reduce out of school suspensions, a minimum of fifty percent of all suspensions will result in an in-school placement for the youth involved.

The Report of School Suspensions, dated June 17, 1991, reported data on all middle and high school pupils suspended during the 1990-91 school year. It provided data on: in-school suspensions, suspensions to the home, suspension referrals to the

Department of Educational Services and cumulative totals of all three types of suspensions. For purposes of the ISS Program Evaluation, the data used pertained only to the ten middle schools and the five high schools. To gauge the degree to which Program Objective 1 was satisfied, required a review of program outcomes as a whole, and individual ISS program outcomes.

Table I shows the ISS Program total of all suspensions, the totals for each of the three types of suspensions, and the associated percentages.

Table 1– Number and Percent of Suspensions by Type 1990-91

	Total All Types	ISS		Home		Educ. Services	
ISS Program	Number	Number	%	Number	%	Number	%
(District)	8550	5786	67.6	2267	26.5	497	5.8

Table 2--Shows individual school totals of all suspensions, totals of each type of suspension, and associated percentages.

Table 2--Number and Percent of Suspensions by Type 1990-91

	Total All Types	ISS		Home		Educ. Serv.	
	Number	Number	%	Number	%	Number	%
Brody	433	298	68.8	97	22.4	38	8.7
Callanan	524	429	81.9	73	13.9	22	4.2
Goodrell	469	251	53.5	159	33.9	59	12.6
Harding	796	515	64.7	245	30.8	36	4.5
Hiatt	851	535	62.9	280	32.9	36	4.2
Hoyt	543	423	77.9	91	16.8	29	5.3
McCombs	314	222	70.7	92	29.3	0	0
Meredith	315	227	72.0	87	27.6	1	0.3
Merrill	260	226	86.9	30	11.5	4	1.5
Weeks	291	246	84.5	32	11.0	13	4.4
East	964	383	39.7	501	51.9	80	8.3
Hoover	691	592	85.7	35	5.0	64	9.2
Lincoln	909	652	71.7	220	24.2	37	4.0
North	626	369	58.9	228	36.4	29	4.6
Roosevelt	564	418	74.1	97	17.2	49	8.7

After reviewing **Table 1**, it is evident that Program Objective 1 was achieved as 67.6% of all suspensions resulted in an in-school suspension, which exceeded the minimum objective of fifty percent (50%). Moreover, **Table 2** shows the fifty percent minimum was met in fourteen of the fifteen schools having ISS programs.

Data related to the program objectives which addressed
- Academic development
- Social development
- Orientation of pupil suspended to ISS
- Assessment of student attendance and behavior record
- Counseling strategies utilized
- Follow-up

was gathered by surveying the staff and building administrators, on-site visitations by the Assistant Director of Middle and High School Programs, and interviews with staff and building administrators.

Academic development

This objective was accomplished one-hundred percent in fourteen of the fifteen schools. One school utilized intervention packets geared toward behavior modification rather than an academic intervention strategy. Upon completion of the packet, the pupil was returned to the regular schedule of classes. On average, this was after three periods in the ISS program. It then became the responsibility of the student to make up work missed with the classroom teacher. **The objective was met.**

Social development

One-hundred percent of the ISS referrals resulted in social development activities that satisfied the objective minimum of seventy-five percent. Strategies used included a review of the offending behavior and skill building in conflict resolution, making positive decisions, accepting personal responsibilities, and goal setting. **The objective was met.**

Orientation of pupil suspended to ISS

Each pupil suspended to ISS received an orientation from an administrator regarding the offense and the procedures relating to the suspension to ISS. **The objective was met.**

Assessment of student attendance and behavior record

A review of the student's attendance and behavior record was an integral part of each conference in which a building administrator assigned a student to ISS. **The objective was met.**

Counseling

It was reported that each ISS teacher utilized counseling strategies with each student referred to ISS. When appropriate, additional support was provided by the counseling staff in each of the fifteen schools. It was reported additional counseling support became a component of the ISS sanction in thirty percent of the referrals to ISS. **The objective was met.**

Follow-up

A file was maintained on every student referred to the ISS sanction. Repeat offenders received training in strategies designed to help them correct behaviors which resulted in suspensions. **The objective was met.**

• Baseline Data

The data in **Table 3** shows suspension totals and associated percentages for the 1988-89, 1989-90, and 1990-91 school years.

During 1990-91 there were 8,550 suspensions with 5,786 of those being to ISS; 2,267 suspensions to the home; and 497 suspension referrals to the Department of Educational Services. During the 1989-90 school year, there were 9,127 suspensions with 6,327 of those being to ISS; 2,289 suspensions to the home; and 486 suspension referrals to the Department of Educational Services. During the 1988-89 school year there were 8,864 suspensions with 6,166 of those being to ISS; 2,202 suspensions to the home; and 496 suspension referrals to the Department of Educational Services.

Table 3--Number of Suspensions at Middle and High School Levels
Type of Suspension

Level	All Types	ISS		To Home		Educ. Serv.	
High School	Number	Number	%	Number	%	Number	%
1988-89	4595	3289	72	1048	23	258	5
1989-90	4697	3333	71	1115	23	224	5
1990-91	3754	2414	64	1081	28	259	7
Middle Schls.							
1988-89	4269	2877	67	1154	27	238	6
1989-90	4430	2994	68	1174	27	262	6
1990-91	4796	3372	70	1186	25	238	5

Table 3 reveals the following about 1990-91:

High School Level

- Lowest total suspensions of the three years (3754)
- Increased use of alternatives to suspension
- Smallest percent of ISS use (64%)
- Largest percent of suspensions to home (28%)
- Significant reduction in total suspensions compared to previous two years (943 fewer than 1989-90)
- School days lost to home and Educational Services suspensions comparable to 1989-90 (1340 to 1339)

Middle School Level

- Highest total suspensions of the three years (4796)
- Highest percent of use of ISS (70%)
- Lowest percentage of suspensions to home (25%)
- Need to increase use of alternatives to suspensions
- School days lost to home and Educational Services suspensions compared to 1989-90 (1422 to 1436)

The data in **Table 4** shows the number of suspensions and associated percentages by grade level. Suspensions to the home and suspensions to Education Services are collapsed together since both types of suspension are out-of-school suspensions and result in days lost.

Table 4--Number of Suspensions and Associated Percentages by Grade Level--1990-91

Grade	Total Suspensions	ISS	%	Out-of-School Suspension	%
6	1612	1151	71	461	29
7	1683	1183	70	500	30
8	1501	1083	72	418	28
9	1849	1181	64	668	36
10	932	629	68	310	32
11	589	362	62	227	38
12	384	242	63	142	37

As a whole, the number of suspensions in sixth and seventh grades are comparable with a slight increase from sixth grade to seventh grade. The data showed a decline in the number of eighth grade suspensions. This suggests two possible conclusions.

First, sixth grade students are faced with adjusting to the transition from elementary school to middle school and, possibly along with some seventh grade students, they are testing the system. Secondly, eighth grade students are the oldest and most mature students in the school and have become acquainted with the limits. At the ninth grade level, the number of suspensions swells to the largest number group. A possible conclusion for the increase might be that the ninth grade group moves into the high school and encounters new situations and once again tests the limits of the system. The number of suspensions decreases from that peak with each successive grade level as students mature and become more knowledgeable of the limits and expectations associated with high school. The decline in the percent of suspensions to the ISS program from middle school to high school (71% for sixth graders to 64%, 68%, 62%, and 63% in grades 9, 10, 11, and 12 respectively) may be attributed to a higher incidence of repeat offenders and/or the increasing seriousness of the infractions by high school students.

•Data Related to Equity Considerations

Students who are suspended from classroom instruction experience an interruption in their education. The interruption is more serious if the suspension is of the out-of-school type; nevertheless, any type of suspension causes an interruption. The use of suspension as a sanction in dealing with student violations of the accepted rules and regulations concerning behavior, must always be used in an equitable manner. The District's **1989-90 Equity, Plan of Action**, dated January, 1990, responded to the **1989-90 Race Equity Review Status Report** as shown in **Exhibit A** below.

Exhibit A

Goal Statement 1: To reduce the incidence of high and disproportionate minority student suspension.

Strategies	Time Frame	Team Leader(s)	Team Members
1. As part of the Equity Audit System, building staffs will target intervention strategies for teachers, parents, and students to reduce the high rates of minority suspension.	9/90 to 5/91	Director, Elem./ Early Childhood Programs. Director, Middle and High School Programs Equity Coord.	All building principals and their staffs.
2. A conflict resolution model will be in various stages of implementation in all secondary schools.	9/90 to 5/91	Director, Middle and High School Programs.	Building Principals and staffs.

The **1989-90 Race Equity Review Status Report** had shown that three middle schools had suspended to ISS in excess of 10% more minority youth than the percentage of minorities in that building. In each case instance, Black youth had the greatest disparity in their suspension rate. The disparity in the rate of suspension to ISS in 1989-90 for Black youth is shown in **Table 5.**

Table 5--In-School Suspensions of Black Students, 1989-90

	No. Students	No. Blacks	Percent Blacks	#ISS Total	#ISS Blacks	% ISS For Blacks
Callanan	594	107	18	370	107	29
Meredith	644	152	24	234	118	50
Merrill	527	107	20	126	65	51

For the 1990-91 school year Callanan students and staff implemented a conflict resolution program to help students improve their interpersonal behavior. Meredith students, staff, and community designed and implemented a student behavior management program. Merrill students and staff set a building goal to reduce the disproportionate number of minority student suspensions. Table 6 shows the in-school suspension rates and associated percentages for Black students at Callanan, Meredith, and Merrill for 1990-91.

Table 6--Incidence of In-School Suspensions of Black Students--1990-91

	No. Enrolled	No. Blacks	Percent Blacks	#ISS Total	#ISS Blacks	% ISS For Blacks
Callanan	663	122	18	429	160	37
Meredith	715	148	21	227	93	41
Merrill	530	110	21	226	107	47

Table 6 was included in this report to be consistent with the format used in the 1989-90 Race Equity Review Status Report. However, it is important to note that at Meredith, for example, 44 of 173 Black students or 25% who attended there during the 1990-91 school year were suspended to ISS. The 41% figure, shown in Table 6, was the result of multiple suspensions to 25% of the Black students.

Each of the three schools in which a race suspension disparity existed, have addressed equity concerns in their 1991-92 building objectives. In September 1990, the Callanan students and staff began a long term program to develop positive multicultural and multiracial attitudes among sixth grade students. The Merrill staff has short-term and long-term objectives to involve students, parents, and staff in improving school climate. The Meredith staff, with the assistance of their site based council, will implement a new project designed to build social skills, utilizing the Teacher/Advisee units.

FUTURE PLANNING

- Alternative structures will be in place at Hoyt and Goodrell Middle Schools during 1991-92, as demonstration projects. Students considered to be in need of a more structured school setting than usual, will be included in the project. Individual student needs will be addressed and their progress closely monitored. ISS will be just one component of the demonstration project. Resources have been realigned to staff and operate the projects.

- Equitable treatment of all students will continue to be a major concern and will receive staff attention to effect equity. Data will be disaggregated to identify individual student suspensions, in addition to the total number of suspensions. The data will then more accurately reflect the operation of the ISS Program.

- Schools need to effectively communicate rules, procedures and behavioral expectations to their constituencies. Parents need to become increasingly involved in the behavioral expectations and conduct of students. Students and parents must become more knowledgeable about school expectations related to student conduct and feel a proprietary interest in their school.

- The Department of Middle and High School Programs will work closely and extensively with the building administrators to ensure that all schools meet the minimum objectives of the ISS Program.

- The Department of Middle and High School Programs will provide in service to the ISS Program teachers and building administrators to assist them develop and employ additional intervention strategies and sanctions.

- Goals and objectives will be established to reduce the number of repeat offenders.

APPENDIX A

Supporting Positions (Harding, Roosevelt)

To: Dr. Gerald Conley, Principal, Roosevelt High School

From: Wanda E. Everage, Vice-Principal, Roosevelt High School

Re: In-School Suspension Program

Date: February 12, 1988

The purpose of the in-school suspension program is to provide an alternative to the "suspension-to-the-home" disciplinary action for certain infractions of school rules.

The student assigned to ISS is supervised during the school day, which allows for continued progress on assignments given by the teachers. During the time the student is in the room, he/she also has an opportunity to talk with the staff member regarding conflict management and effective communication.

This program also reinforces to the student that failure to comply with the rules and regulations of the school will not be tolerated and there are consequences for disrespect and irresponsibility. The consequence of ISS also demonstrates to the student that we still expect them to be accountable for their school work and that we want to ensure that it gets done. Hopefully they will see that they can complete a task(s) and feel successful at something.

Having strict rules, such as we have in the Roosevelt ISS room, is crucial if we are to impress upon the students that infraction of rules is serious, we are consistant, we have certain expectations of students if they are to be successful in school, and we are fair but firm when it comes to discipline.

Parents have been very positive about ISS because they feel we are also taking into consideration the large number of parents who must work during the day and would be unable to supervise their child. This has definitely improved public relations between school and community, and parents are more willing to work together as a team to help the student through some difficult times.

I feel administration should be the only persons to assign a student to ISS. They must be uniform in determining which infractions will result in ISS vs "out-of-school" suspensions. There should always be room for extenuating circumstances and the appropriate vice-principal would make the final determination. Students who are involved in fighting or any suspension to the Department of Educational Services, should definitely be an "out-of-school" suspension. The appropriate vice-principal should also be the person determining the length of stay in ISS, making sure there is consistency.

The in-school suspension program in an alternative to having the students out of the building. We should therefore utilize it as an intervention to help the students improve their communication and interpersonal skills with staff and students. ISS is a form of "rehabilitation" to help the student overcome those minor obstacles that are hindering them from becoming more successful as a student at Roosevelt. It is an excellent program and must be staffed with those who have an educational background and feel that all students should have an opportunity to grow and learn, and that it is our job to teach them how.

TO: Dr. Conley

From: Mike Zelenovich

Re: In-school Suspension.

Date: 2/10/88

In response to your request, the following are my thoughts on the rationale, goals, referral process, and classroom procedures of the In-School Suspension at Roosevelt High School, and how they have evolved in the last year and a half.

RATIONALE - "In-School Suspension is an alternative program. Students assigned to In-School Suspension are isolated from the rest of the student body, yet they are in attendance at school and accomplishing meaningfull work."

GOALS AND OBJECTIVES -

1. To provide the student with the opportunity and environment to keep abreast with his/her classroom assignments that would ordinarily be missed during an out-of-school suspension.
2. To provide the student with assistance on classroom assignments and the opportunity to obtain reference materials as needed.
3. In cooperation with the classroom teacher, provide the opportunity to take exams on the date originally assigned or participate in selected classroom projects (ie. labs, speeches, etc.) that could not be made up before or after school.
4. To provide the student with a one-on-one encounter with the staff member assigned in which, problem solving methods, behavior modification and even personal problems can be explored.
5. To provide the possibility and intervention process in which the staff member can hopefully identify areas of concern outside the classroom and school setting to benefit the "at risk" student.

Rules Governing ISS Room

1. Arrival time will be 7:55 A.M. Dismissal at 2:40 P.M.
2. Absolutely no talking. Speak when spoken to, or when permission is given.
3. Sleeping is not tolerated.
4. Rest Room Priviledges will be granted at designated times.
5. No leaving of assigned seats without permission of the instructor.
6. Assignments will be completed in a neat manner and precise to the instructors specification.
7. Tardiness of any sort will not be tolerated.
8. Writing materials, such as paper, pens, pencils are to be furnished by the student. (There will be no reading of private materials without permission of instructor).
9. Lunch will be eaten at a specified time. A sack lunch from the cafeteria is available for purchase or a sack lunch from home is allowed.

10. Students placed in ISS room are excluded from all extra-curricular activities, i.e. pep meetings, assemblies, all practices, performances, etc. until suspension period has elapsed.

Violation of any of these rules could result in an extension of the suspension period. Any serious infraction will result in an out of school suspension or DES referral.

I have read and understand the above rules, and I am aware of possible penalties for violation of these rules.

(student signature) _____ (parent signature) _____ (date) _____

*Have them take this home the day before ISS starts.

INFRACTIONS THAT DISQUALIFY STUDENTS FOR IN-SCHOOL SUSPENSION

1. Drug and alcohol use, or possession.
2. Fighting
3. Insubordination toward teacher or administrator.

INFRACTIONS FOR IN-SCHOOL SUSPENSION

1. Smoking (1st & 2nd offense).
2. Truancy (2nd & 3rd offense).
3. Failure to show for detention assignment.
4. Off-Campus without pass.
5. Class-disturbance - inappropriate behavior.
6. Habitual tardiness to class.

In order to facilitate and create uniformity in the assignment of students to the ISS room, I believe that a 3-Phase process should be given some consideration.

1st infraction - 1 Day ISS
2nd infraction - 3 Days ISS
3rd infraction - 5 Days ISS

Any subsequent infraction, unless outlined in the board discipline policy, would result in a 3 day out of school suspension with a parent conference required for re-admittance.

WARREN HARDING MIDDLE SCHOOL
203 EAST EUCLID AVENUE
DES MOINES, IOWA 50313-4599

JERRY D. STILWELL, PRINCIPAL
DENNIS DAY, VICE PRINCIPAL
CECIL H. BREWTON JR., VICE PRINCIPAL

TELEPHONE 244 9189

TO: Norman Miller, Executive Director, Secondary Education

FROM: Jerry Stilwell, Principal

RE: IN-SCHOOL SUSPENSION (AEC-Alternative Education Center)

DATE: February 25, 1988

Since the beginning of the school year, I have carefully monitored the in-school suspension program at Harding. I have asked Paul Nelson (AEC Coordinator) to share information regarding the program with me in regular monthly reports. The following is a summary of those reports through the month of January, 1988:

1. Number of in-school suspension.....369
2. Number of repeaters.....110
3. Suspension to the home..... 67 (13% of the total suspensions)
4. Suspension to DES..... 32

Total suspensions written.....468

Although numbers are important they do not tell the real story. The importance of this program has best been reflected in the ways it has helped students to maintain academic credibility and staff improve class climate.

Harding is a large school with a significant number of students who handle their problems poorly. In previous years many of these students were required to miss significant amounts of class time because their behavior caused them to be removed from the school environment. This year 87% of suspended students continue their classwork with minor disruption. This fact alone has sold the staff on the effectiveness of the program. Another positive affect of the program has been the opportunity of vice-principals to effectively deal with a number of students and situations with an immediate punitive and corrective procedure. In past years many students were either not suspended or were kept in the office because of the unavailability of the parents. This often meant punishment of severe and chronic behavioral problems was less than satisfactory. This year immediate attention can be given to misbehavior. Parents are notified by

phone or in writing and the student is assigned time in AEC. This component of the in-school suspension program has delivered a quick and effective message to the students. Finally, maintaining the suspended student in the building has given the staff the opportunity to work directly with them on their behaviors. The counseling and AEC instructional staff work with the students on choosing alternative problem solving methods. The very nature of in-school suspension programs is punitive. Students have violated school district policy and they are punished. The fact that in this punitive setting the student can maintain academic credibility and receive counseling to correct behaviors is an added positive dimension.

In a staff survey conducted in December, 97% were in total support of the in-school suspension program at Harding. To the classroom teacher one of the best aspects is not having to confront the issue of class assignment makeup work. For the most part, the work of the suspended student is up to date and generally acceptable in quality. Another major affect of the program is that it has made a positive impact on class climate. The very existence of the program has served as a constant reminder to the students that misbehavior will be attended to quickly and effectively.

Finally, teachers support our program because it is highly structured, efficiently managed and organized so well that it doesn't interfere with the operation of the school. It functions independently from the rest of the school environment.

The response of our parents has been very much like what we expected. They support it, as they should. This program has removed a major portion of parental responsibility for managing their student's time during suspension. With many parents working and unavailable to supervise their children during the day, this program has presented a safe, productive alternative to the home and the street. It is also supported because the parents are aware that students are doing school work and that they are receiving counseling assistance. Primarily, this program was designed and implemented to help the school answer some very real needs. The pay-off to parents has been an added benefit that was a natural outgrowth of the structure.

The idea of in-school suspension or alternative education programs is not new, even in the Des Moines School District. In my opinion, however, the timing for their development now is needed and necessary. Much attention is being focused on "at risk" students. Major contributing factors to the "at risk" status are behavioral problems and the loss of productive class

time that these problems create. It is a fact that the majority of out-of-school suspensions do little for the student except put them farther behind on their work and, consequently, more frustrated with the school environment. The lack of direct parental supervision compounds the ineffectiveness of the out-of-school suspension and greatly reduces the hoped for punitive affect. These conditions create a situation that does little to reduce the probability of creating or enhancing the "at risk" status. While not being the total answer, the highly structured, well supervised in-school suspension program offers the potential for academic success while behavioral remediation is taking place. I consider it our best alternative at this time.

Other Comments:

1. One of the reasons for our large numbers is that we have used the AEC to assist with problem areas that received only superficial attention in the past. Students exhibiting chronic behavioral problems are now assigned to periods of time in the AEC at the discretion of the vice-principals. This is also true of students who owe detention time or students who in the judgement of the vice-principals could benefit from an isoalted, structured setting for academic reasons.

2. Student response has been very interesting. Only three students have been removed from the AEC and sent home to finish their assigned time. They understand why they are assigned and they understand what is expected of them during their assigned time.

3. The eight teachers assigned to AEC have maintained the credibility of the program by their commitment to making it work and their consistency.

APPENDIX B

Committee's Report

TO: Dr. James Bowman, Assistant Superintendent
Mr. Norman Miller, Executive Director, Secondary Education

FROM: Jerry Stilwell, Principal, Harding Middle School
Jerry Conley, Principal, Roosevelt High School

RE: IN-SCHOOL SUSPENSION PROGRAM

DATE: March 17, 1988

At your direction a committee of secondary principals and vice-principals met to develop a set of basic guidelines for the implementation and operation of in-school suspension programs. Recognizing the individual differences and needs of each building the committee avoided creating a specific, detailed structure. Instead, they chose to establish broad guidelines that are applicable to each building and that will provide a base of consistency district-wide.

Program Goals

1. To provide an in-building setting where regular academic programs can continue while the student is under suspension.
2. To reduce out-of-school suspensions.
3. To assist students in recognizing their behaviorial responsibilities in a school environment by providing a counseling component.

Staffing

1. In-school suspension programs should be staffed by certified personnel.
2. Staffing patterns will be the option of individual building administration.

Referral Process

1. Referral of students to the office will be based on existing district discipline policies and individual building practices.
2. Referrals leading to in-school suspension should include adequate documentation supported by specific conditions identified in the discipline policy.

Procedures for Assigning Students in the In-School Suspension Program

1. It is the responsibility of the principal or his/her designee to make all decisions regarding entrance and exit of students to and from the in-school suspension program.
2. At the discretion of the building administration any or all of the following infractions may result in out-of-school suspension: confrontations with staff, fighting, possession and/or use of weapons, possessions and/or use of controlled substances and chronic and/or repeated misconduct documented over an extended period of time.
3. Students recommended for expulsion or Department of Educational hearing will not be placed in the in-school suspension program.

Involvement of School Staff in the Program

Counselors: Counselors will participate in the program by counseling assigned students regarding their violation of the Discipline Policy and helping them set appropriate behavior goals as a condition for readmittance to their classes.

Classroom Teachers: Teachers will provide appropriate instructional activities and assignments to be completed by the students during the suspension.

Department Chairs: Work with faculty to develop appropriate assignments for in-school suspension students. Organize and coordinate instructional materials to be placed in the in-school suspension room, i.e., one copy of each textbook placed on reserve in the room.

School Social Workers and Psychologists: The school worker and psychologist may provide additional counseling and support for students and parents.

Building Administrator: The principal or designee will:

1. Direct the program.

2. Assign students to in-school suspension for discipline infractions and determine the length of their assignment.

3. Inform the parent of administrative action involving an in-school suspension.

4. Explain the procedures and expectations to the students assigned to the in-school suspension area.

5. Provide the necessary forms and documentation.

6. Monitor student's successful completion of assigned suspension.

7. Provide teachers, counselors and in-school suspension supervisor all pertinent information.

8. Evaluate the program and staff.

Counseling and Academic Components:

The primary objective of the in-school suspension is to allow a student to be productively engaged in an educational program through a structured, orderly process which should include:

1. Appropriate instructional activities

2. Teacher or teacher designee help with assigned work

3. Restricted interaction with peers

4. Student development of a written action demonstrating an understanding of expected behavior and a commitment to an effort to avoid future misconduct.

5. An opportunity for student/counselor discussion of the action plan.

Parent Responsibilities:

1. Monitor student success in fulfilling the designated responsibilities of the discipline sanction.

2. Accept students at home when (1) the infraction is too serious for an in-school suspension assignment, (2) the student is in violation of the discipline policy but has been in the in-school suspension area too often, or other situations wherein an in-school suspension assignment is not considered appropriate.

APPENDIX C

Program Proposal

DES MOINES PUBLIC SCHOOLS

In-School Suspension
Program Proposal

April 13, 1988

BACKGROUND

The Des Moines Independent Community School District petitions the Budget Review Committee for modified allowable growth under Section 442.13.5 of the Iowa Code which covers, "Unusual need for a new course or program which will provide substantial benefit to pupils, if the district establishes such a need and the amount of necessary increased cost."

NEED

The dropout rate, the minority suspension report, and the general feeling by district administrators that suspension to the home is not producing a significant change in student behavior has prompted the district to look at alternatives to suspensions to the home.

The Des Moines Discipline Policy indicates that suspension from class or from school is a disciplinary measure to be taken under a variety of circumstances. Sending the student home has not in the past been viewed as significantly changing the student's behavior and also results in the student missing instructional time. The in-school suspension program will enable students to have as little interruption to their regular school program as possible and provide an opportunity for specialized assistance to enable the student to modify his/her behavior.

Missing days or hours of instruction can result in putting a student at risk of academic failure which highly correlates to dropping out of school. The increasing number of students at risk suggests that the in-school suspension option is a viable strategy for intervening before students reach this stage. The community concern that more minority children are being suspended could also be addressed with the in-school suspension model.

Harding Middle School and Roosevelt High School have successfully piloted in-school suspension programs. Summaries of the results of the pilots in these buildings indicate a significant decrease in the number of suspensions to the home resulting in a substantial decrease in the number of days lost in instruction. Funding of this proposal would establish an in-school suspension program at each of the district's secondary schools in the fall of 1988.

PROGRAM GOAL

To provide an additional alternative in working with students to help them change behavior patterns presently preventing them from achieving acceptable levels of success in academic/personal interaction areas while remaining in the regular school setting.

PROGRAM DESCRIPTION

A planning team has developed a detailed description of the ISS (In-School Suspension) model for secondary schools. An outline of the plan is included in the appendix to this proposal.

STAFFING

Each secondary school served by the program would have full-time staff assigned to the in-school suspension room. Building staff support for the program from the principal, vice principal, counselor, school psychologist, social worker, and regular classroom teachers are a part of the total programs.

EVALUATION

The program evaluation design will be based on program objectives.

PROGRAM BUDGET

Staff:	
15 staff @ $35,000 ----------	$525,000.00
Materials, Furniture, Remodeling	
15 sites, $2133 per site ----------	32,000.00
Planning/Training	
15 sites, $250 per site ----------	3,750.00
Total:	$560,750.00

FUNDING REQUEST

The District petitions the State Budget Review Committee for permission to assess increased allowable growth in the amount of $560,750.00 to finance the In-School Suspension program.

All available funding sources for the 1987-88 school year have been utilized. It was necessary for the district to reduce 39 secondary school positions due to a decline of nearly 700 in the secondary enrollment for next year. Budget requests exceeded available funds by $13 million. Programs as well as positions were eliminated to balance the budget.

The Fund Balance for the district on 6/30/87 was $6,175,736. The available liquid fund assets of approximately $3,800,000 in relation to the annual operating budget of $121,000,000 represents six days of actual school operation ($620,512 for 195 days). Without the funds made available through the acceptance of this proposal this program could not be implemented.

ATTACHMENTS
Roosevelt High School ISS Report
Harding Middle School ISS Report

THEODORE ROOSEVELT HIGH SCHOOL
4419 CENTER STREET
DES MOINES, IOWA 50312
277-6381

[redacted] CONLEY PRINCIPAL
[redacted] VIGNAROLI VICE PRINCIPAL
[redacted] E. EVERAGE VICE PRINCIPAL
ROBERT D. PETERSON PUPIL SERVICES COORDINATOR
BARBARA CROUTHAMEL REGISTRAR

June 5, 1987

IN-SCHOOL SUSPENSION REPORT

September 2, 1986 through June 5, 1987

1. Number of In-School Suspensions by Reasons, Race, and Sex

Reasons	Race	Sex
4 Fighting	4 Southeast Asians	190 Male
43 Smoking	60 Blacks	73 Female
65 Truancies	197 Caucasians	263 Students
82 Behavior		
23 Off Campus without I.D.		

2. Number of days students are assigned In-School Suspensions: 459 days.

3. Number of out of school suspensions: 111

4 weapons	64 White	26 female
18 fighting	33 Black	71 male
31 truancy		
3 smoking		
5 drugs		
1 theft		
7 drinking		
5 behavior		
1 Central Campus		

4. Number of days lost to out of school suspensions: 465

5. Suspension Comparison

1985-86		1986-87
355	Suspensions	256
812	Days out of school for suspensions	465
	Days in the In-School Suspension	459

September 2, 1986 through June 5, 1987; as compared with September 2, 1985 through June 5, 1986.

RV:sem

OUT OF SCHOOL SUSPENSIONS

September 1 - October 31, 1987

Reasons	Race	Sex
2 Smoking	17 Black	9 Female
1 Stealing	20 Caucasian	29 Male
17 Fighting	1 Asian	
5 Vice Principal		
2 Disregard school rules		
3 Marijuana		
1 Excessive absences		
3 Truancies		
1 Central Campus		
1 Assault	Number of Days	247
1 Pipe/weapon		
1 Attitude	Number of Students	38

IN-SCHOOL SUSPENSIONS

September 1 - October 30, 1987

Reasons	Race	Sex
15 Truancy	17 Black	15 Female
16 Smoking	35 Caucasian	38 Male
2 Off Campus	1 Asian	
14 Discipline		
1 Swearing	Number of Days	104
3 Parking		
2 Vice Principal	Number of Students	53

APPENDIX D

Letters of Support (DMEA, PTA Council)

DES MOINES EDUCATION ASSOCIATION
3116 INGERSOLL AVENUE
DES MOINES, IOWA 50312
515—277-6271

WAYNE R. BAUMAN
PRESIDENT
WALTER L. GALVIN
EXECUTIVE DIRECTOR

June 7, 1988

State Budget Review Committee
% Dr. William Lepley, Director
Department of Education
Grimes State Office Building
E. 14th and Grand
Des Moines, Iowa 50309

Dear Dr. Lepley:

On Thursday, June 2, 1988 the Executive Board of the Des Moines Education Association unanimously voted to support the Des Moines School District's request for modified allowable growth under Section 442.13.5 of the Iowa Code.

The proposal to establish an In-School Suspension Program at the five high schools and ten middle schools ensures more opportunity for students to stay in school. The DMEA has gone on record of supporting the use of certified teachers in the suspension rooms to further promote a learning atmosphere. This allows students to receive help from a certified teacher and eliminates the problem of make-up work by a suspended student when returning to school as under the current system.

Research and recent journal articles indicate that schools must do everything possible to keep students in an educational environment and not allow them to run the streets. With a majority of homes having no one home during the day to supervise a suspended student, this proposal provides a service to the parents. The community is alsc well served with students not roaming the streets with little to keep them occupied. Teachers and students certainly benefit by being able to provide and receive a quality instruction.

With successful pilots at Roosevelt High School and Harding Middle School, the proposal can work if funding is found. The Des Moines District has cut as much as it can without doing significant damage to its programs. I would urge you to reconsider the request by the Des Moines Public Schools and grant the allowable growth funding for this project.

Sincerely,

Wayne R. Bauman

Wayne R. Bauman, President

cc: Dr. James Bowman

Des Moines PTA Council

June 11, 1988

State Budget Review Committee
Grimes State Office Building
Des Moines, IA

Gentlemen:

PTA believes that keeping students in school and continuing with the learning process is critical to the at risk student. We feel In-School Suspension is effective. Asking "what works" is good for students who will continue to be at risk and for a public that would like to maximize outcomes from tax dollars.

Our society is complex and constantly changing. Edcuational systems must be sensitive and responsive to those changes. Without pulling back from edcuational responsibilities to the student and to society. With In-School Suspension the learning process continues.

The National PTA continues to work with national education-related organizations, business and industry, and governmental agencies in developing programs to reduce the dropout rate through:

- -Early development of parental skills to ensure children's success in the school experience
- -Early identification of potential dropouts
- -Improved instructional programs
- -Expanded counseling and guidance services

It is our feeling that the concept of In-Schools Suspension is a positive responsible step in avoiding the more costly and long-term effects of students dropping out of high school. We would like to see In-School Suspension available in all schools based on district criteria.

We urge you to look favorably at the Des Moines Public Schools' request for additional funding for In-School Suspension.

Sincerely,

Donna L. Latessa
Legislative Co-Chair
Des Moines PTA Council

Mary Jane Murchison
Legislative Co-Chair
Des Moines PTA Council

APPENDIX E

Summary of On-Site Visits

Summary of On-Site Visits

for In-school Suspension

October 1988

Mariann Culver

Summary of On-Site Visits

Four schools, two high schools, Roosevelt and East, and two middle schools, McCombs and Harding were visited from October 14 through October 21, 1988. The individuals interviewed included Richard Vignaroli, Roosevelt; John Barrett, McCombs; Paul Nelson, Harding; and Jerry Stilwell, East. Current practices were discussed and a tour of the in-school suspension room was provided to the interviewee, Mariann Culver.

Harding has named their in-school suspension (ISS) room the Alternative Education Center (AEC). The other schools use ISS, though the ISS room at Roosevelt has the nickname "The Rock", meaning the student is between a rock and a hard place. For this report, all rooms will be called ISS and all teachers working in the ISS room will be called ISS teachers.

The information provided below is based upon the interviews and the written procedures sent to Dr. Barbara Prior in August 1988. Any differences between schools may appear because of content of the written procedures and/or the interview. An omission of information does not necessarily mean the school(s) are not following a procedure, rather, that during the interview some portion of information was not expressed to the interviewer.

ISS Room Rules

The rules for the ISS rooms in all schools are:

1. No talking is allowed without permission.
2. Student must bring all paper and writing utensils (Harding will provide any materials the student does not have).
3. Restroom privileges are granted by ISS teacher (all schools have two times the student may use the restroom, once in the morning and once in the afternoon).
4. No participation in extra-curricular activities.
5. Student cannot be tardy.
6. Student cannot remain on school grounds after dismissal (Harding is the exception, they do not have a specific rule about this).
7. No chewing or eating of gum, candy, or any edible substance.
8. No sleeping is allowed.
9. Lunch is eaten in ISS room.
10. If student becomes ill during ISS, ISS days are served after illness.

East and Roosevelt have the student bring a sack lunch from home or purchase a sack lunch from the cafeteria. McCombs and Harding allow the student to bring a sack lunch from home or purchase a hot meal from the cafeteria.

The hours for ISS are:

East 7:55 a.m. to 2:30 p.m.
Roosevelt 7:55 a.m. to 2:40 p.m.
McCombs 7:50 a.m. to 2:25 p.m.
Harding 7:55 a.m. to 2:25 p.m.

Additional rules identified by these schools include:

No leaving of assigned seats East, Roosevelt, and Harding.

No reading of private materials without permission from the ISS teacher East and Roosevelt.

East requires writing a theme of one or more pages upon entry and completing a set of worksheets specific to the student's infraction. There are very specific procedures for completing the written assignments. Classroom assignments must be completed before students are readmitted to the regular classroom.

Parent Involvement

Parent involvement is encouraged at all four schools. The parent(s) are asked to a conference if the infraction is serious and possibly if an infraction is repeated. The parent(s) receive a telephone call and written notice explaining the reason for ISS and the rules of ISS. The Vice Principal makes the telephone call and sends the letter at all the schools except Roosevelt. The Vice Principal makes the telephone call but the student carries the letter home to the parent if at all possible.

ISS Teacher's Responsibilities

With the exception of Harding, there is one teacher assigned to the ISS room for the entire time students are present. Harding has given one teacher the responsibilities of coordinator (this is Paul Nelson) and then there is a different teacher present in the room for each of eight periods. Each period has a specific subject being studied and there is a teacher with subject matter specific knowledge (if possible) available to assist the students. Paul Nelson is assigned the second period of the day. The teacher identified as the ISS teacher for Harding, Pam Oster, does work in the room one period per day, but does not coordinate the program.

At all the schools, the ISS teacher checks the students' assignments for neatness and completeness. All the schools except Roosevelt have the ISS teacher return the completed assignments to the regular classroom teacher. Roosevelt gives that responsibility to the student assigned to ISS.

The ISS teacher informs the administration of student progress and problems at all four schools. East and Harding have a monthly report and McCombs a quarterly report. Roosevelt has no set schedule but stated that conversations between the ISS teacher and administration occurred on a regular basis. Problems that need immediate correction are brought to the administration immediately.

Harding specified other duties including, working with other ISS teachers to insure uniform policies and acting as a liason between ISS, other staff, and the administration.

The ISS teachers at East and Harding maintain student files in the ISS room.

The rules for the ISS room are explained by the ISS teacher at East, Roosevelt, and Harding.

The successful completion of ISS is monitored by the ISS teacher at all four schools, with Harding including the counselor and vice principal.

The instructional materials located in the ISS room are organized and maintained by the ISS teacher at Roosevelt and Harding.

Vice Principal's Responsibilities

The vice principal at all four schools assigns the students to ISS, determines the length of assignment, and informs the parent(s). The ISS room rules are explained to the student by the vice principal at East, Harding, and McCombs.

The vice principal at Roosevelt occassionally watches the ISS students during the ISS teacher's lunch time and delivers the regular classroom teachers assignments to the ISS teacher.

Counselor's Responsibilities

With the exception of Harding, the counselors assist the students they are assigned from the general school population when or if the student is referred to ISS. Harding has one counselor assigned to all students serving ISS days. All counselors are working with the ISS students on an individual basis. All four schools have the counselors meet with the ISS students prior to their dismissal from ISS and discuss with the students what actions resulted in the referral to ISS and what steps can be taken to avoid ISS in the future. East has a set of questions the student must answer in writing and also asks for the students' reactions to ISS. The ISS students at Harding complete the Piers-Harris Children's Self-Concept Scale before returning to the regular classroom. This scale is the basis for the discussion between the counselor and the student.

Regular Classroom Teacher's Responsibilities

The classroom assignments are provided by the regular classroom teacher at all four schools. All schools except Roosevelt have the regular classroom teacher deliver the students' assignments to the ISS teacher either in the ISS room or his/her mailbox in the office. Roosevelt gives that responsibility to the vice principal. The student must collect their assignments from their classroom teachers, delivers them to the vice principal who then puts it in the ISS teacher's mailbox.

They may also visit the ISS room and the amount of time spent in the ISS room varies from school to school. Some teachers visit often and others rarely.

Harding asks the regular classroom teachers to maintain documentation of inappropriate behaviors and the resulting interventions as a basis for assignment to ISS.

School Psychologist's and Social Worker's Responsibilities

None of the schools have seen a need for the services of either of these individuals.

Curriculum Specialist's Responsibilities

East uses their curriculum specialists to help the regular classroom teachers develop appropriate assignments and organize and coordinate the instructional materials in the ISS room. No other school interviewed is using a similar professional for these duties.

The Referral Process

East, Roosevelt, and Harding have a maximum length of assignment to ISS of 10 days for any one offense. McCombs has a maximum length of assignment as four days. All four schools send the student to ISS the day after the infraction with the exception of East which will send a student to ISS the same day if the infraction occurs early enough and everything can be arranged with the student, parent(s), and teachers.

Each of the four schools uses a slightly different process to assign students to ISS.

East High assigns students to ISS the same number of days they would have been assigned to

out-of-school suspension. The vice principals use their discretion. An example would be a student who is sent to ISS for their first smoking offense. The student would be assigned to ISS for one day; the second offense would be three days in ISS. There is not limit to the number of times a student may be sent to ISS. It depends on the offense. Most of the 26 suspension codes could be used for ISS, with the exception of possession of dangerous objects or contraband, arson, possession or consumption of alcohol, intoxication, possession of controlled substance.

Roosevelt High leaves the assignment of days to the vice principals' discretion. Their original procedure was to assign the student one day of ISS for the first infraction, three days for the second infraction, and five days for the third infraction. Any of the 26 suspension codes that would endanger someone's life would result in out-of-school suspension. This could include possession of dangerous objects or contraband, assault, and threats (placement of explosive devices). Mr. Vignaroli indicated that ISS works so well that very few students are being referred to ISS. He said that they are almost to the point of looking for ways to fill the room.

McCombs treats all offenses the same. The first offense would receive two days, the second offense would receive three days, and the third offense results in four days of ISS. After three offenses, the student would be recommended for out-of-school suspension. More serious violations of the discipline policy are out-of-school suspension. The violations that would most likely receive out-of-school suspension are physical violence or threats of physical violence, possession of dangerous objects or contraband, assault, threats (placement of explosive devices), arson, possession or consumption of alcohol, intoxication, and possession of controlled substances.

The vice principals at Harding have the authority to determine which violations result in ISS and the length of assignment. The severity of the infraction is considered the most important factor. The longest time assigned this year is five days. If a student commits the same violation more than three times, out-of-school suspension or DES referral will usually be made.

The criteria used to release the students from ISS varies from school to school. The one criterion that is common is the completion of the days assigned. Roosevelt also includes a parent conference with the vice principal; East includes a parent conference with the counselor and student, and the completion of a theme and student goals; and McCombs requires the student to have worked on their assignments and behaved.

The schools have determined a plan for students who have rule infractions while serving their ISS days. The vice principals in all four schools have the authority to give a student either more days of ISS or assign the student to out-of-school suspension or DES. Harding has established a sequence of steps to be followed if a student does not follow the ISS rules. This sequence includes going to an isolated space in the ISS room and then the ISS teacher calls the office and an office helper comes to the ISS room with a discipline form which is completed by the ISS teacher and returned to the office. The vice principal determines the disciplinary action.

Inservice for Students

All four schools have communicated with the general student population what ISS is and the school rules.

The vice principal at East talked to the ninth grade students during orientation at the beginning of the year and wrote an article for the school newspaper.

The vice principals at Roosevelt talked with each grade level individually at the beginning of the year. The ISS teacher was introduced and the school and ISS rules were explained.

The principal at McCombs spoke to large groups of students the first day of school about school and ISS rules. A copy of these rules also appear in the student handbook that each student receives.

The vice principals at Harding spoke with each grade level at the beginning of the year and explained school and ISS rules. There are plans to include this information in the student handbook being created.

Inservice for Parents

All four schools have informed the parents of students about ISS through the school newsletter that is sent to all parents.

Roosevelt is the only school this year to talk to parent during a parent advisory committee meeting at the beginning of the year.

The content of the newsletter articles and meeting was to inform parents about ISS and the reasons students can be assigned.

Meetings of ISS Staff

East High staff including the vice principal, ISS teacher, and possibly the principal meet once a week before school to discuss any problems or concerns from the past week.

The vice principal, ISS teacher, other ISS staff , and the counselor meet on a regular basis to discuss policies and procedures.

Roosevelt and McCombs rely on their teacher advisory committees to present any problems that may need to be addressed related to ISS.

Facilities

All the ISS rooms in the schools have textbooks, dictionaries, and encyclopedia in the room. Harding has supplies for the student, too, including pencils, paper, rulers, markers, etc., and library books. McCombs has a television in their room to accommodate those students who should watch a show for class and SRA student materials.

McCombs and Harding have study carrels and East and Roosevelt have desks.

Harding and East have study carrels on order, East has also requested encyclopedia, McCombs has requested new carpet, and Roosevelt is still waiting for a teacher's desk and chair.

APPENDIX F

Evaluation Report

Report of Evaluation:

IN-SCHOOL SUSPENSION PROGRAM

1988

Department of Evaluation, Research and Testing

Des Moines Independent Community School District

1800 Grand Avenue

Des Moines, Iowa 50307-3382

Mariann Culver

Evaluation Intern

Approved: _____

Morris D. Wilson, Ph. D.
Director of Evaluation, Research, and Testing

January 9, 1989

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH

Evaluation Abstract

January 6, 1989

PROJECT TITLE:	In-School Suspension Program
COORDINATOR:	Dr. Barbara Prior, Director Secondary Education
STAFF:	15 Full-time equivalency teachers
OPERATIONAL SITES:	5 High Schools and 10 Middle Schools: East, Hoover, Lincoln, North, Roosevelt, Brody, Callanan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, Merrill, Weeks
POPULATION SERVED:	All secondary students attending school at the operational sites
FUNDING:	Source: Allowable Growth

Total Amount Budgeted	$455,750.00
Salaries and Benefits	$420,000.00
Supplies	$2,000.00
Furniture	$15,000.00
Training	$3,750.00
Improvements	$15,000.00
Total Amount Expended (as of Oct. 31, 1988):	$92,741.18

PROGRAM DESCRIPTION:

The Des Moines Independent Community School District established an In-School Suspension (ISS) Program in its secondary schools in the fall of 1988. ISS uses a highly structured school setting to help students succeed academically and at the same time recognize that they have not fulfilled their behavioral responsibilities.

CONCLUSIONS:

For this initial evaluation, most of the information was gathered from each school's written description of the ISS program submitted to the Executive Director of Secondary Education and four interviews of one middle and high school principal, one high school vice principal, and one ISS teacher. The school personnel interviewed were from Harding and McCombs middle schools and East and Roosevelt high schools. Because staff at each school provided the information perceived to be necessary and important, some information was not provided by all in the written descriptions. This may indicate variance among programs or a failure to state all the procedures the staff at an individual school are following.

1. Budget: For fiscal year 1988-1989, 20.3% of the allotted monies was spent for the ISS Program. Most of the remaining monies for furniture were encumbered. None of the monies for staff training have been used and none are encumbered. There are still funds available in these categories: salaries and benefits, supplies, and improvements.

2. Counseling Component: All the schools have counselors who help students avoid future referrals and become more responsible students. The middle school staff as a whole should be commended for their comprehensive ISS programs. Staff at some of the middle schools are administering the Piers-Harris Children's Self-Concept Scale to the students assigned to ISS.

3. Orientation for Students and Parents: Though the only information available about orientation for students and parents is from the school personnel interviewed, staff at these schools have made an effort to inform both groups early in the school year. The general population of students were told what ISS is, how a student is referred to ISS, and what to expect if ISS is assigned. One of the schools introduced the ISS teacher to the students.

4. In-Service Education: There was in-service education for staff involved with the ISS program conducted in August 1988 by Dr. Jerry Conley and Jerry Stilwell, principals at Roosevelt and East high schools. Plans are being made for the ISS and School Within a School staff to meet sometime before school is out.

5. ISS Program: The rules that are enforced in most of the schools include no talking without permission; the ISS teacher granting rest room privileges only once each morning and afternoon; no participation in extracurricular activities; no sleeping; and eating lunch in the ISS room.

6. Characteristics of ISS Teachers: Based on the information that was collected for the evaluation, there does not appear to be any particular characteristic that determined who was hired for the 15 full-time positions. The endorsements, areas and levels previously taught represent a broad range of experiences and educational backgrounds. The ISS teachers, as a group, have many years of experience, and additional hours past a bachelor's degree.

7. Staff Roles-ISS Teacher: The ISS teacher monitors student behavior and assists students with classroom assignments while the student is in ISS. If the occasion arises that there are no students in ISS, the administration at each school can assign the ISS teacher to perform other duties as needed. The ISS teacher is a coordinator at one middle school and the ISS room is staffed by teachers with various subject area expertise. This ISS teacher acts as a liaison between the administration, teachers who work in the ISS room, and other staff in the building.

8. Staff Roles-Vice Principal: Usually, the vice principal assigns students to ISS, determines the length of assignment, informs the parent(s) of students assigned to ISS, explains the ISS room rules to the student, and assists in monitoring the successful completion of ISS. Another who assumed these duties in the schools was the principal.

9. Referral Process: Breaches of discipline that resulted in ISS for all schools were attendance, fighting, possession or use of tobacco, alcohol, drugs, or any contraband, criminal or illegal behavior, threats to students or school employees, insubordination to school employees, and malicious mischief. In addition, there were ISS's assigned for cheating at the high school level.

Generally, students are assigned ISS for one day. Two and three days are the next most common length of suspension. There were 35 ISS's that lasted between 18 and 33 days. These 35 ISS's could be explained by the methods schools use to record students' attendance while assigned to ISS. It appears all school staff do not record in the Pupil Accounting System students' absences, transfers, and withdrawal from school as they relate to suspensions, in the same manner.

10. Facilities: Generally, there are textbooks, encyclopedia, and dictionaries in the ISS room. Study carrels would seem to help maintain the appropriate atmosphere in the ISS room as they inhibit student interaction. The four schools in which interviews were conducted posted the ISS room rules in each study carrel, if study carrels were present, and on the walls of the room. This provided a constant reminder of those rules.

11. Suspension Report: There were 2,167 total suspensions from August 29 to November 15, 1988. These will begin to provide the baseline data necessary for comparison next year about whether or not ISS helps to reduce the number of out-of-school suspensions (OOSS). A student's race or gender does not appear to predict an assignment to ISS or OOSS. Significantly more male students than female students are suspended, both to ISS and OOSS. There is nothing to indicate that male students are placed in OOSS more often than females, based on the total proportions of males and females being suspended. Both minority and non-minority students received more ISS than OOSS.

RECOMMENDATIONS:

1. Staff at all schools should review the counseling component of their In-School Suspension (ISS) Program. Special consideration should be given to activities that help students recognize their behavioral responsibilities at school. The students should identify the circumstances surrounding the inappropriate behavior, reasons the behavior is not acceptable in the school setting, measures that will be taken to prevent the repetition of inappropriate behaviors, and personal reactions to the ISS program. Documenting this information would assist administrators during the evaluation of their ISS program.

2. Caution should be used if the results from the Piers-Harris Self-Concept Scale are being utilized. Interpretation of the results should only be undertaken by someone with training in psychological testing and a thorough understanding of the instrument.

3. Because ISS is a new district-wide program for secondary schools, there is a need for all students and parents to be informed about ISS. A general description of what ISS is, why a student is placed in ISS, and the reasons for placement should be provided through the school newspaper, newsletter, orientation sessions, and/or parent meetings. A particular need is seen for students to receive this information. If one school assigns ISS for fighting and another school suspends a student from school for the same infraction, there is a potential for confusion if a student changes schools.

4. The opinions of staff involved with ISS relating to their perceived needs for in-service education should be collected. These ideas should be included in the plans for in-service education.

5. ISS teachers and other involved staff should have the opportunity to meet together during the school year to discuss ISS program concerns and successes that have developed since its inception.

6. The method of using the ISS teacher as a coordinator of the program and having teachers with subject area expertise work in the ISS room throughout the day is worth investigating for use in all schools. Students work on math, social studies, science, etc., during the same period when the teacher with that subject area expertise is present. This method of organizing the ISS room gives ownership of ISS to more teachers in the school and helps students receive specific help in each subject area.

7. Administrators and ISS teachers should investigate administrator's use of ISS for longer than 10 days. Though the 35 ISS's that lasted 18 to 33 days represent less than 4% of all ISS's, this length of time denies the student participation in the regular classroom educational experiences.

8. The Executive Director of Secondary Education should clarify the procedures for providing information to the Pupil Accounting System as it relates to the following situations:
   a) A student is assigned ISS and never appears for his/her suspension or at school. At a later date, the student drops out of school.
   b) A student is suspended to ISS and becomes ill during his/her suspension.
   c) A student transfers to another school during ISS or out-of-school suspension.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation, Research, and Testing, 1800 Grand Avenue, Des Moines, IA 50307-3382.